

Chickasaw

Student Curricula



Chickasaw

Contributions to the War of 1812

SECONDARY

Essential Questions:

- What caused the War of 1812?
- What was the impact of the War of 1812 on our national identity?
- What role did the Chickasaw people play in the War of 1812?
- What was the impact of the Red Stick War (1813) upon Indian Removal?
- What negative impacts did First American people experience as a result of the war?

Learning Goals and Objectives:

- To explore and summarize the causes underlying the War of 1812
- To understand the impact the War of 1812 had upon the American identity and nationalism
- To recognize and understand the multiple perspectives of different participants in the War of 1812 – Americans, British, tribal nations, British colonists/Canadians
- To understand the impact American expansionism had upon First American people in general and the Chickasaw people in particular

BACKGROUND:

(Note: Background information is provided for the teacher. If needed, the material may also be copied for students and be used to encourage independent reading and to allow students to interact with the text by highlighting key names, presenting information to peers, etc.)

After the American Revolution, the United States gained independence from Great Britain, but tensions between the two nations did not fully end. In the years that followed, Great Britain continued to exert influence in North America. British forces had previously maintained forts in the western territories, and British officials supported some tribal nations who were resisting American expansion into their homelands. At the same time, the British navy interfered with American trade by capturing ships and impressing American sailors—forcing them to serve in the British navy.

In the early 1800s, the United States was also expanding westward. This expansion brought increasing conflict with tribal nations whose lands were being encroached upon by American settlers. Different tribal nations responded in different ways. Some, like the Shawnee leader Tecumseh and his allies, sought to resist American expansion and formed alliances with the British. Others, including the Chickasaw Nation, maintained long-standing diplomatic and military relationships with the United States. These decisions were strategic and based on protecting their people, lands and sovereignty (the right to govern themselves).

In June 1812, President James Madison asked Congress to declare war on Great Britain. The war lasted from 1812 to early 1815 and was fought on land and at sea, including in Canada

and along the eastern United States. One important conflict connected to the war was the Muscogee (Creek) War of 1813-1814. This was partly a civil conflict within the Muscogee Nation, as different groups disagreed over how to respond to American expansion. The Red Stick faction resisted American influence, while other Muscogee groups allied with the United States. The Chickasaw, Choctaw and Cherokee also allied with U.S. forces, including those led by Gen. Andrew Jackson.

In August 1814, British forces attacked Washington, D.C., burning several important buildings, including the White House and the U.S. Capitol. A few weeks later, in September 1814, American forces successfully defended Fort McHenry in Baltimore during a 25-hour British bombardment. This battle inspired Francis Scott Key to write a poem that later became “The Star-Spangled Banner,” a symbol often associated with growing American nationalism during and after the war.

The war officially ended with the signing of the Treaty of Ghent Dec. 24, 1814, though news traveled slowly, and fighting continued. The final major battle took place in New Orleans in January 1815. Chickasaw soldiers, including leaders such as Tishominko and George Colbert, fought alongside American forces in this battle, continuing a long-standing alliance with the United States.

Although the United States emerged from the war with a stronger sense of national identity, the consequences for many tribal nations were severe. Despite their alliances and contributions, nations such as the Chickasaw, Choctaw and Cherokee faced increasing pressure to give up their lands. In the decades that followed, this led to forced land cessions and the removal of Southeastern tribal nations from their homelands — a period known as Removal.

Works Cited

History.com Editors. “War of 1812.” *History*, A&E Television Networks, <https://www.history.com/topics/war-of-1812/war-of-1812>.

Library of Congress. “Letter from George Colbert to Andrew Jackson, January 10, 1814.” *Library of Congress*, <https://www.loc.gov/item/maj002361/>.

National Park Service. “The War of 1812.” *U.S. Department of the Interior*, <https://www.nps.gov/natr/learn/historyculture/war-of-1812-on-the-natchez-trace.htm>.

Smithsonian Institution. “The Star-Spangled Banner: The Flag that Inspired the National Anthem.” *Smithsonian National Museum of American History*, <https://americanhistory.si.edu/starspangledbanner>.

Taylor, Alan. *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, and Indian Allies*. Vintage Books, 2011.

U.S. Army Center of Military History. "The War of 1812."
<https://history.army.mil/Publications/Publications-Catalog/The-Campaign-of-1812/>.

MATERIALS/RESOURCES:

www.Chickasaw.net/Curriculum

<https://www.chickasaw.tv/videos/tishomingo-last-great-warrior-chief>

[https://commons.wikimedia.org/wiki/File:Defence_of_Fort_McHenry_\(Broadside_1814\).jpg](https://commons.wikimedia.org/wiki/File:Defence_of_Fort_McHenry_(Broadside_1814).jpg)
(Appendix 2)

<https://www.chickasaw.tv/episodes/winter-fire-season-5-episode-1-chickasaw-removal-part-1>

Vocabulary:

Nationalism

Bombardment

Indian Confederation

Ramparts

Anthem

Expansionism

Treaty of Ghent

"Red Sticks"

Manifest Destiny

Primary Source Document

Impressment

War Hawks

LESSON PLAN

ENGAGE:

Perhaps the most iconic symbol of the United States of America is its flag. The relevance of the flag as a symbol of American pride and destiny became most obvious during the British bombardment of Fort McHenry near Baltimore, Maryland, Sept. 13, 1814. Francis Scott Key personally witnessed the 25-hour bombardment and was moved to create what has since become recognized worldwide as an anthem of freedom, power and the indomitable American spirit. A new era of American patriotism and pride erupted as American forces finally reinforced American independence and contributed to a growing sense of nationalism.

Activity 1: “Oh Say Can You....?”

With this introductory hook, students will begin thinking about the creation of our national anthem, “The Star-Spangled Banner,” and its connection to the War of 1812. Ask students to reflect on what they know already about Francis Scott Key, Fort McHenry and the War of 1812. Pose the question: “Oh Say Can You...?” and ask students to write the words to the first verse of the national anthem without singing or talking aloud. After giving time to complete this task, distribute copies of “The Defense of Fort McHenry.” (Appendix 2) Explain that this is the poem originally written by Francis Scott Key as he witnessed the naval attack and bombardment of Fort McHenry by the British in 1814. The poem was later renamed “The Star-Spangled Banner” and was set to the tune of a popular song of the day.

Instructions:

1. Project the illustration entitled “A View of the Bombardment of Fort McHenry” (Appendix 2) and ask students to describe what they see in the image and how it makes them feel about America, knowing that it was under attack. Whose perspective is illustrated in this artifact? What questions would they ask the illustrator, the witnesses or the participants? Pair this discussion with a dramatic reading of “The Defense of Fort McHenry,” highlighting portions of the text for clarification and comment. Ask students to list unfamiliar or challenging words in the text of the poem. Next, the students will rewrite the lyrics in their own words.
2. Ask students to illustrate an image/scene from the poem to serve as a backdrop for further classroom study of the War of 1812.

EXPLORE:

Activity 2: “Long Ago, But Not So Far Away”

Timeline Activity: Students will work in small groups to construct a visual timeline of major events that occurred during the War of 1812. Doing so will allow them to visually comprehend

and understand the major battles and events that occurred and how one battle or event impacted another. This activity will help students develop chronological and cause-and-effect relationships between events in America's history during this era and note their impact on the history and lives of native people.

Instructions:

- Provide an overview of the background and history of the event. The war began June 18, 1812, when America declared war against the British. It lasted for three years, with tens of thousands of American lives lost, and officially ended with the Treaty of Ghent Dec. 24, 1814, but fighting continued into January 1815. It became known as the second war for American independence and ushered in what would be known by some as the "Era of Good Feelings."
- After reading the background information and other resources gathered through internet research, students will construct a visual timeline. Using rolls of brown paper towels, students will be asked to create an 8" x 8" square for each major event chosen for their timeline. Each square will be titled with the name of a major battle/event. Students will write a short summary of the event and create an illustration depicting it. To increase critical thinking, ask students to include a question that remains unanswered for them about the specific event depicted.
- The visual timeline can adorn the walls and hallways around the classroom to provide context and discussion throughout the duration of the unit.

EXPLAIN:

Activity 3: "Through a Different Lens: Placing an Event in Historical Context"

To thoroughly understand an event, it is important to listen to the diverse perspectives of all involved. Students will learn to think critically about the contexts and participants involved in the history being taught. This helps students fully appreciate the differing points of view regarding the event. During this activity, students will research multiple perspectives of the War of 1812 and share their research and perspectives with others.

Instructions:

Working in groups of four, students will complete a chart for their group that details the perspective of the First Americans who participated in the war. By answering targeted questions, students will gain an understanding of this unique perspective on the war. Questions to be addressed in this assignment include:

- Who were the tribal nations/peoples involved in the War of 1812? How did their reasons and ways of being involved differ by tribal nation, geography, economics, etc.?
- What major events of the War of 1812 specifically involved tribal nations, and what outcomes were the tribal nations hoping to achieve with their participation?

- What connections can be made between the choices made and actions taken by First Americans during the War of 1812 and the experiences/hardships they endured in the era of Indian Removal?
- What lasting impacts did the War of 1812 have on the Chickasaw people? Who are some Chickasaw leaders attributed to this war? How have their legacies endured over time?
- Compare Chickasaw strategy with Tecumseh’s confederacy. How were their goals similar or different?

Monitor group discussions and challenge students to think critically about how the perspective of the Chickasaws today might differ from the historical perspective put forth in textbooks.

Extend

Activity 4: “Who Did It Best?”

“The Star-Spangled Banner” is arguably one of the world’s most iconic and recognizable songs. Written as a poem of joyous celebration highlighting America’s victory over the British in 1813, by Francis Scott Key. He had no way of knowing that the poem he drafted in longhand as a firsthand witness to battle would later be chosen as our young nation’s anthem (1931) and that it would continue to fuel American pride and spirit with its iconic lyrics more than 200 years later. While considered to be one of the most challenging songs to perform well, the song has been tackled by every major entertainer to grace the American stage. Every performance of the anthem is unique. It’s all a matter of opinion! After researching the most memorable renditions of “The Star-Spangled Banner,” ask students to choose a personal favorite and write a paragraph explaining the selection. What is it about this particular performance that the student finds most compelling ... tradition, emotion, passion, drama, power, range? The student will share the paragraph with the class as well as an optional video of the performance to support it.

Activity 5: “Going Straight to the Source”

Because a primary source document often represents only a portion of a larger story, each one offers insight while also raising new questions. Historians analyze these documents carefully to better understand the people, decisions and circumstances of the time.

In this activity, students will examine a letter written by Chickasaw leader George Colbert to Gen. Andrew Jackson Jan. 10, 1814, during the War of 1812 and the Muscogee (Creek) War. This document reflects a time when leaders were making strategic decisions to protect their people, lands and sovereignty. The letter includes references to the realities of warfare during this period, which may be difficult to read but are important for understanding the historical context.

Distribute a copy of the letter (Appendix 1). Ask students to read the document closely and use a highlighter to mark any words, phrases, names or events that provide evidence of the following:

- The nature of the relationship between George Colbert and Andrew Jackson.

- The realities and challenges of warfare during this time.
- Colbert’s efforts to clarify Chickasaw involvement in events along the Natchez Trace.
- Evidence of George Colbert’s leadership, decision-making and responsibility to his people.
- Examples of diplomacy, communication and respect in times of conflict.

Teachers may enlarge the letter for legibility by accessing www.loc.gov/item/maj002361/ or may share a transcribed copy with students. (Appendix 1)

After highlighting, students work with an elbow partner to compare and discuss their findings. Then facilitate a class discussion, encouraging students to support their ideas with evidence from the document.

Guiding Discussion Questions:

- What does this letter reveal about the role of Chickasaw leaders during the War of 1812?
- How does this document help you better understand George Colbert as a leader?
- Were there any parts of the letter that stood out or surprised you? Why?
- What does the letter suggest about the difficult decisions leaders had to make during wartime?
- How might Andrew Jackson have interpreted or responded to this letter?

If time permits, encourage students to search for additional correspondence between key figures of the War of 1812 by accessing the Library of Congress website at www.loc.gov.

Evaluate

The teacher may choose to evaluate student understanding with the 3-2-1 formative assessment rubric. To use the 3-2-1 model, ask students to jot down 3 key ideas they learned from the day’s discussion; 2 pieces of information they found interesting or exciting; and 1 question they still have about the lesson/unit.

Questions for Discussion and Assessment

1. What were the key issues involved in President Madison's decision to declare war against the British forces in 1812?
2. Why is the War of 1812 significant in American history, and how did it shape the nation's identity?
3. How did the United States and First American relations play a role in the War of 1812? What impacts did Chickasaw leaders make, and why did they choose to support the United States? What Chickasaw and other First American heroes emerged?
4. After studying and researching the War of 1812, what have you learned about this chapter in America's history that was previously unknown to you?
5. "The Star-Spangled Banner," originally written about a pivotal naval battle during the War of 1812, eventually became our national anthem. In the song, Francis Scott Key writes about the powerful scene he witnessed with the words "land of the free and the home of the brave." Do you agree with his description of the United States at that time? How might different groups during the War of 1812 have viewed this idea differently?
6. What evidence from the war shows growing American nationalism? What evidence suggests limits to that unity?
7. Explain how the War of 1812 affected the Chickasaw Nation using at least two specific examples from the lesson.

Alignment to the Oklahoma Academic Standards

Content Standards

Oklahoma Academic Standards for Social Studies 8th Grade (8)

8.6 The student will examine the political, economic and social transformations during the “Era of Good Feelings.”

8.6.1 Explain how the War of 1812 confirmed American independence and fueled a spirit of nationalism, reflected in the lyrics of our national anthem, the “Star-Spangled Banner,” by Francis Scott Key.

Social Studies Practices

3. Acquire, Apply and Evaluate Evidence

Students will utilize interdisciplinary tools and master the basic concepts of social studies to acquire and apply content understanding in all related fields of study.

4. Read Critically and Interpret Informational Sources

Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.

5. Engage in Evidence-Based Writing

Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, to demonstrate their understanding of social studies concepts, ideas and content.

Figure 1

Colbert, George

Maj. Blue's Detachment
Chickasaw Indians.
(War of 1812.)

Captain | Captain

CARD NUMBERS.

1	24078178	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers herein _____

Book Mark: _____

See also _____

C Major Blue's Detachment,
Chickasaw Indians.

George Colbers

Appears with the rank of *Capt* on a

Muster Roll

of a Detachment of Chickasaws under command
of Major Uriah Blue,
(War of 1812.)

for *Nov 3, 1814 to Feb 28, 1815*.

Roll dated *Mobile*
Feb 28, 1815.

Date of appointment or enlistment, } *Nov 3, 1814*.

To what time engaged or enlisted, } *Feb 28, 1815*.

Present or absent, *Present*

Remarks : _____

Allen

Tish a mingo

Maj. Blue's Detachment
Chickasaw Indians.

(War of 1812?)

Sergeant | Sergeant

CARD NUMBERS.

1	218441	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers herein _____

Book Mark: _____

See also _____

J

Major Blue's Detachment,
Chickasaw Indians.

Tish a Mingo

Appears with the rank of *4 Sergt* on a

Muster Roll

of a Detachment of Chickasaws under command
of Major Uriah Blue,

(WAR OF 1812.)

for *Nov 3 1814 to Feb 28*, 1815.

Roll dated *Mobile*
Feb 28, 1815.

Date of appointment or enlistment, *Nov 3*, 1814.

To what time engaged or enlisted, *Feb 28*, 1815.

Present or absent, *Present*

Remarks:

Koren

(569c)

Copyist.

Sealy Thomas

Maj. Blue's Detachment
Chickasaw Indians.
(War of 1812.)

1 Sergeant | 1 Sergeant

CARD NUMBERS.

1	24025138	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers herein.....

Book Mark:

See also

S | Major Blue's Detachment, |
Chickasaw Indians.

Thomas Sealy

Appears with the rank of *Private* on a

Muster Roll

of a Detachment of Chickasaws under command
of Major Uriah Blue,

(War of 1812.)

for *Nov 3 1814 to Feb 28*, 1815

Roll dated *Mobile*
Feb 28, 1815

Date of appointment or enlistment, *Nov 3*, 1814

To what time engaged or enlisted, *Feb 28*, 1815

Present or absent, *Present*

Remarks :

X. New



A no tub bee

**Maj. Blue's Detachment
Chickasaw Indians.
(War of 1812.)**

Private | Private

CARD NUMBERS.

1	39028178	20	
2		21	
3		22	
4		23	
5		24	
6		25	
7		26	
8		27	
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15		34	
16		35	
17		36	
18		37	
19		38	

Number of personal papers herein.....

Book Mark:

See also

Natuk Killubbee

Maj. Blue's Detachment
Chickasaw Indians.
(War of 1812.)

Sergeant | Sergeant

CARD NUMBERS.

1	39, 28, 42	20
2		21
3		22
4		23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers hereyn.....

Book Mark:

See also

N Major Blue's Detachment,
Chickasaw Indians.

Natuk Killubbee

Appears with the rank of *4 Sergt* on a
Muster Roll

of a Detachment of Chickasaws under command
of Major Uriah Blue,
(War of 1812.)

for *Nov 3 1814 to Feb 28*, 1815.

Roll dated *Mobile*
Feb 28, 1815.

Date of appointment or enlistment, } *Nov. 3*, 1814.

To what time engaged or enlisted, } *Feb 28*, 1815.

Present or absent, *Present*

Remarks:

Loren

Appendix 1

George Colbert to Andrew Jackson, January 10, 1814

Chickasaw nation 10th Jan 1814

Dear General

I have ever been sorry we did not go at the time we were prepared, when a letter from the war office to our agent naming that the Govt. did not want our assistance or something amounting to nearly the same thing prevented us from being with you at this time, I have moved my family from the river & we are trying to make a shelter from the weather; should any of the Creeks attempt to pass through this nation we will kill the men & take the women & children prisoners, you may calculate on us doing our part, if we can have an opportunity, but it appears we are urged on by some & kept back by others we start in six days to join the Chaktaws to ~~down~~ the Black warrior, I have got the war clubs that Mackey and his party were killed with, & will carry them along & let the owners claim them, I will also carry a Chickasaw war club & compare them together, every nation has their own method of making their war weapons, by comparing them we will find out which nation the war clubs that done the murder on the road belongs to I have understood that my friend Genl. Coffee was sick, if he is near you be so good as to present me kindly to him with my best wishes for the recovery of his health & happiness please accept for yourself our sincere good wishes for your success health and happiness from your Brothers

His Excellency
Maj^r Genl
And^r Jackson Com^d
the west Tennessee Creek Nation

George H. Colbert

Library of Congress, Manuscript Division, Andrew Jackson Papers.
Jackson, A. & Colbert, G. (1814) George Colbert to Andrew Jackson. [Manuscript/Mixed Material] Retrieved from the Library of Congress, <https://www.loc.gov/item/maj002361/>.

Letter from George Colbert to Andrew Jackson, January 10, 1814 Transcribed

“Chickasaw Nation, 10th January, 1814

Dear General,

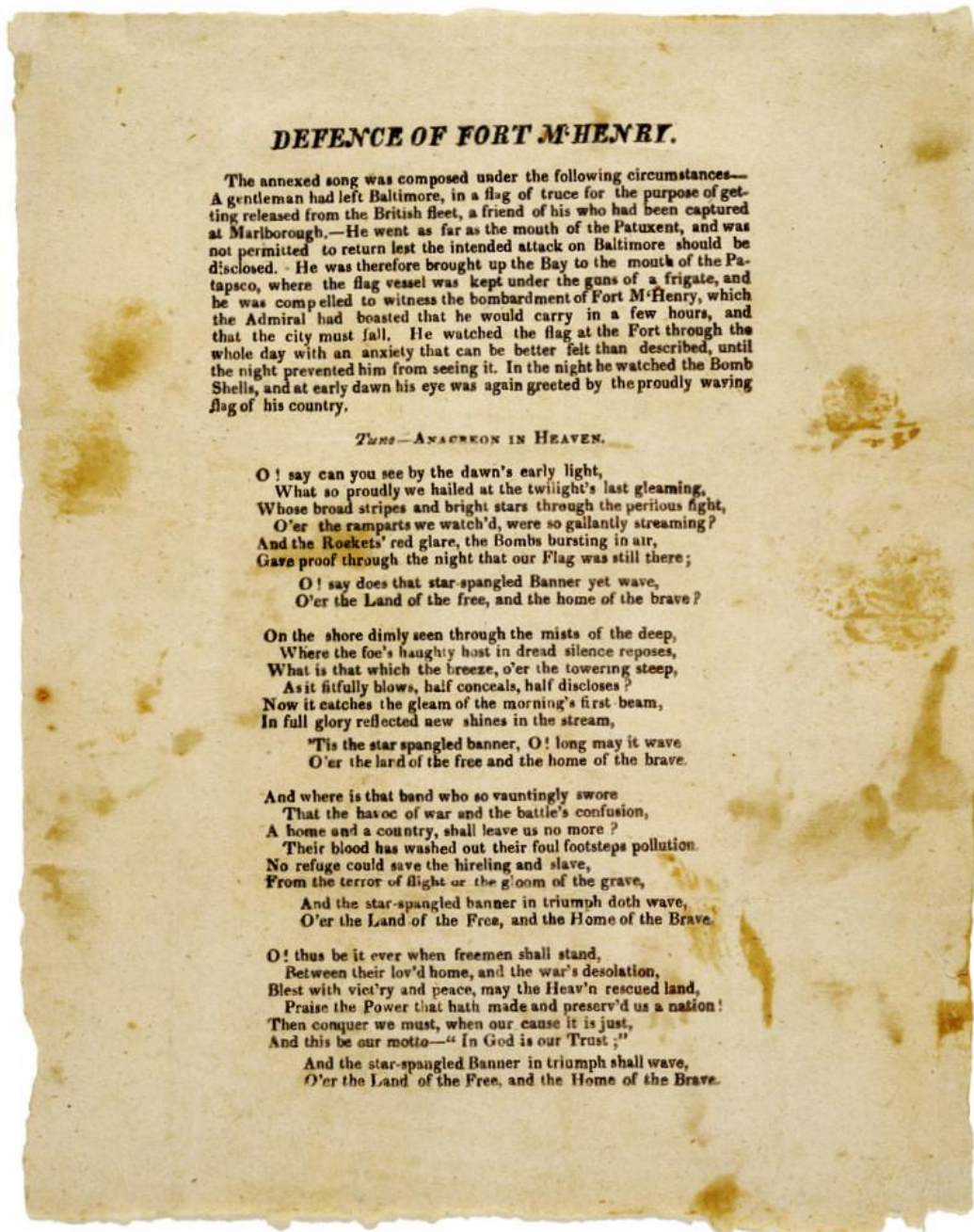
I have ever been sorry we did not go at the time we were prepared, when a letter from the war office to our agent warning that the government did not want our assistance or something amounting to nearly the same thing, prevented us from being with you at this time. I have moved my family from the river and we are trying to make a shelter from the weather; should any of the Creeks attempt to pass through this nation, we will kill the men and take the women and children prisoners. You may calculate on us doing our part, if we can have an opportunity, but it appears we are urged on by some and kept back by others. We start in six days to join the Choctaws to scower the Black Warrior. I have got the war clubs that Mackey and his party were killed with, and will carry them along and let the owners claim them. I will also carry a Chickasaw war club and compare them together, every nation has their own method of making their war weapons, by comparing them, we will find out which nation the war clubs that done the murder on the road belongs to. I have understood that my friend General Coffee is sick. If he is near you, be so good as to present me kindly to him with my best wishes for the recovery of his health and happiness. Please accept for yourself our sincere good wishes for your success, health and happiness from your brothers,
George and James Colbert

His Excellency
Major General
Andrew W. Jackson, Commander
the West Tennessee Army Creek Nation”

Appendix 2

Images

1814 broadside printing of the Defense of Fort McHenry, a poem that later became the national anthem of the United States. 1814. Francis Scott Key (1779-1843) 431 Defence of Fort McHenry (Broadside 1814)



An 1816 depiction of the British bombardment of Fort McHenry. One of the soldiers who was in the fort during the 25-hour attack wrote, “We were like pigeons tied by the legs to be shot at.”

